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ABSTRACT

The paper examines the research on teacher training particularly as it relates to preservice and inservice teacher preparation of teachers to work with limited-English-proficient (LEP) students. It highlights successful programmatic patterns and innovations based on research for preparing teachers to work with LEP students. A discussion of criteria used to determine programmatic success is presented. Two analytic paradigms are used to examine and evaluate teacher preparation programs. The first analysis includes the "Framework for Intervention for Empowering Minority Students" as proposed by Cummins. The second analysis includes the multicultural framework proposed by Grant and Sleeter (1985). To conclude, a discussion that compares the research findings to the observations on research in teacher education offered by Houston, Haberman, and Sikula (1990) is presented. Two responses to the paper, one by Margarita Calderon and one by Li-Rong Lilly Cheng, are appended. (VWL)

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Educational Research and Teacher Training for Successfully Teaching Limited English Proficient Students

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The education of our nation's teachers is of vital importance to all of us. Unfortunately, the research data essential to making informed decisions about how to structure teacher education is meager. As the editors of the Handbook of Research on Teacher Education (1990) observed in their preface:

> ...there has been notable recent progress, but the research basis for such important work as educating the nation's teachers is still extremely thin. Although the importance of research is being espoused, little progress is being made. (p. ix) (my emphasis)

One reason for the "extremely thin" research in teacher education is that few university teacher educators do research beyond their doctoral dissertation. Another is that many of the research findings are of the "I believe" type, based on questionnaires or surveys, with conclusions that exceed the limits and power of the instruments used. The variables studied tend to be those that are convenient, rather than those that have the potential of making a difference.

Much of the teacher education literature is filled with descriptions of programs rather than careful analysis of program outcomes. Most studies are singular, one time occurrences that are difficult to connect to any other studies in the field. The lack of understanding about school and classroom life often leads to inappropriate or ill conceived research paradigms. Finally, most educational institutions usually are not committed to using research as a basis for policy making in teacher education. Instead, they are the most often committed to "doing it our way," with very little attention paid to research reports or the efforts of other institutions (Houston, Haberman & Sikula, 1990).

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While the lack of a substantial body of solid research is a serious problem in teacher education in general, it is a doubly serious problem when it comes to research on the preparation of teachers to work in culturally diverse schools, especially when that preparation includes working with limited English proficient (LEP) students.

Grant and Secada (1990), in their analysis of research studies on preparing teachers for diversity, were only able to locate 23 appropri-

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ate research studies. These studies consisted of 16 that addressed preservice education and 7 that addressed in-service education. Seventeen of these studies were concerned with multicultural education; seven with gender equity; and **one** with second language issues. Three studies overlapped on multicultural education and gender issues.

Focus and Organization of this Paper

The purpose of this paper is to examine the research on teacher training particularly as it relates to preservice and in-service teacher preparation, of teachers to work with LEP students. It will highlight successful programmatic patterns and innovations based on research for preparing teachers to work with LEP students. A discussion of the criteria used to determine programmatic success will be presented.

Two analytic paradigms will be used to examine and evaluate teacher preparation programs. The first level of analysis of LEP teacher preparation programs will include the "Framework for Intervention for Empowering Minority Students" proposed by Cummins. Cummins (1988) argues that, "...a major reason previous attempts at educational reform have been unsuccessful is that the relationships between teacher and students and between schools and communities have remained essentially unchanged" (p. 18). His theoretical framework includes four areas that teacher training programs for LEP students need to address: (1) cultural/linguistic incorporation, (2) community participation, (3) pedagogy, and (4) assessment.

The second level of analysis of LEP teacher preparation programs will include the multicultural framework first proposed by Grant and Sleeter (1985). This framework will help in the interpretation of the kinds and quality of attention to language and cultural diversity in each program. The multicultural framework includes five approaches for dealing with race, class, gender and disability diversity in schools: (1) Teaching the Exceptional and Culturally Different, (2) Human Relations, (3) Single Group Studies, (4) Multicultural Education, and (5) Education That Is Multicultural and Social Reconstructionist.

The chapter is organized to include both preservice and in-service education together because of the paucity of research exclusively dealing with preservice teacher preparation for working with LEP student. The literature reviewed will be organized and discussed according to Cummins' (1986) theoretical framework. The literature reviewed will then be examined in terms of the approaches to diversity proposed by Grant and Sleeter (1985).

Next, a general discussion of the successful practices common to both preservice and in-service teacher education programs will be presented. Finally, a discussion that compares the research findings to the observations on research in teacher education offered by Houston, Haberman and Sikula (1990) will be presented. Before beginning, a discussion of the analytic paradigms is in order.

Two Analytical Paradigms

Cummins' Theoretical Framework for Examining LEP Teacher Education Programs

The central tenet of Cummin's (1986) framework "... is that students from 'dominated' societal groups are 'empowered' or 'disabled' as a direct result of their interactions with educators in the school" (p. 21). Cummins states, "These interactions are mediated by the implicit or explicit role definitions that educators assume in relation to four institutional characteristics" (p. 21). Cummins defines these four institutional characteristics as:

1. minority students' **language** and **culture** are incorporated into the school program;

2. minority **community participation** is encouraged as an integral component of children's education;

3. the **pedagogy** promotes intrinsic motivation on the part of students to use language actively in order to generate their own knowledge; and

4. professionals involved in **assessment** become advocates for minority students rather than legitimizing the location of the 'problem' in the student. (p. 21) (my emphasis)

A modification of the framework was made for this study. This modification uses these key concepts (language and culture, community participation, pedagogy and assessment) as they are more broadly defined and used in the educational literature. LEP teacher education programs are then examined to see if these key concepts are included in their program.

A Multicultural Topology For Classifying Studies

Grant and Sleeter (1985, 1989) And Sleeter and Grant (1987, 1988) argue that educators deal with race, class, language, gender, and disability diversity in schools in at least five different ways. Each of these ways or approaches provides an analysis of schools as

institutions of society that have a history of discrimination on the basis of race, gender, class, and disability. Each approach offers a positive improvement over the Anglo-centric teaching that was for many years accepted as the status quo. However, each approach suggests its own way of improving schooling for the disfranchised.

The first of these approaches, Teaching the Exceptional and Culturally Different, helps fit people into the existing social structure and culture. Dominant traditional educational aims are taught by building bridges between the students and the school. The curriculum is made relevant to the students' background; instruction builds on students' learning styles and is adapted to their skill levels. Teaching culturally different or exceptional children accommodates such students by altering regular teaching strategies to match student learning styles through use of culturally relevant materials or remedial teaching strategies.

The Human Relations approach attempts to foster positive affective relationships among individuals of diverse racial and cultural groups, and/or between males and females, to strengthen students' self-concept and to increase school and social harmony. The human relations curriculum includes lessons about stereotyping and individual difference and similarities. Instruction includes the use of cooperative learning. Teacher education from a human relations perspective prepares teachers to honor diverse student backgrounds and to promote harmony among students. Unfortunately, real conflicts between groups are often glossed over in the effort.

The Single-Group Studies Approach promotes structural social equality for, and immediate recognition of, the identified group. Commonly implemented in the form of ethnic studies or women's studies, this approach assumes that knowledge about particular oppressed groups should be taught separately from conventional classroom knowledge, in either separate units or separate courses. Single-group studies seek to raise people's consciousness about an identified group, by teaching its members and others about the history, culture, and contributions of that group, as well as how the group has worked with the dominant groups in our society or has been oppressed by them.

The Multicultural Education approach promotes social equality and cultural pluralism. The curriculum is organized around the contributions and perspectives of different cultural groups, and pays close attention to gender and disability equity. Multicultural education builds on students' learning styles, adapts to their skill level, and involves students actively in thinking and analyzing life situations. This approach also encourages schools to include diverse racial, gender, and disability groups in their staffing patterns.

The Education That Is Multicultural and Social Reconstructionist approach extends the previous approaches by teaching students to analyze inequality and oppression in society, and by helping them to develop skills for social action. Education That Is Multicultural and Social Reconstructionist promotes social structural equality and cultural pluralism and prepares citizens to work actively toward structural equality. Having examined these analytic paradigms, let us begin the review of the literature.

Teacher Education Programs for Language Minority Students

Language and Culture

Cazden and Mehan, (1989) Diaz, (1987) and Mehan & Trujillo, (1989) discuss the need for teachers to understand the importance that language and culture have on student success. For example, Cadzen and Mehan (1989) argue that outcomes from the Kamehameha Early Education Program (KEEP) reported by project researchers (Au,1980; Voght, Jordan, & Tharp, 1987) and the work by Heath (1983) clearly indicate the significance of home culture and language to school learning. Cadzen and Mehan (1989) claim:

> A major question for teacher education is how to help teachers develop strategies to achieve such accommodations in a wide range of communities, including those with students from different cultures." (p. 54)

Mehan and Trujillo (1989) also point out that it is important that teacher educators know that "the connection between students' home and community knowledge and the demands of schooling are crucial for linguistic-minority students' school success" (p. 1). Mehan made the following comment during a discussion at the Linguistic Minority Research Project Conference held in 1988, "I say that the focus of teacher education should be on language and culture, rather than on ethnic studies, I mean on the interaction of the school with the family, home and community" (p. 2).

Diaz (1987) also acknowledges the importance of the cultural connection between home and school when he argues:

> In contrast to the past researchers have recently been focusing on how schools can capitalize on cultural practices by incorporating them into classroom activities and lessons. Such attempts to 'match' culture with educational activities are relatively new, and their effectiveness remains to be tested longitudinally. Still, increasing evidence points to their effectiveness in promoting academic achievement. (p. 9)

Cuevas (1980), drawing upon the research of Barnes (1977), argues that teachers need to be aware that they do not participate in or promote social behaviors that put students of color down or are culturally offensive, for example:

> Establishing and adhering to an etiquette of race relations in the classroom whereby the minority student is low person on the totem pole.
>
> Patting minority children on their heads in a condescending way Referring to minority students as "you all," "you people," "your kind. (p. 39)

Writing in a similar vein, Trueba (1983), after conducting an anthropological study in the Ocean View School District in California argues that some teachers are successful at coaching Mexican-American students because they are able to adopt strategies to comfort them. For example, Trueba points out that these teachers code-switch from English to Spanish and use appropriate touching behavior. Also, Mitchell (1985) observed one teacher's "effective use of language" in a black day care center. She concluded that because the teacher regularly switched back and forth between formal speech and informal speech that was used in the community, the students were better able to adjust to the traditional school's codes and were comfortable with curriculum content.

Quintanar-Sarellana (1991) administered a cultural awareness questionnaire to 71 teachers in bilingual programs and 56 teachers in English-only programs. She discovered that teachers, who work in a bilingual program perceive the language and culture of minority students more favorably. Quintanar-Sarellana (1991) argued that, the study points up two key elements for teacher training. The first one deals with the sociocultural knowledge of the teacher, "understanding of their own culture, as well as appreciation of other cultures and intercultural knowledge" (p. 21). The second one deals with, "the need to recruit and train Hispanics to be teachers" (p. 23).

These studies clearly suggest that teachers need to be aware, accept and affirm the culture and language their students bring to school. This acceptance and affirmation of the students' home culture and language is important to school success of LEP students. However, the lack of studies that pursue a particular chain of inquiry in this area suggest that much could remain a mystery about language, culture, and schooling for LEP students.

Multicultural Analysis

The general approach taken in most of these studies seems to be teaching the exceptional and culturally different. They point out

that school/classroom teaching is adjusted to accommodate the needs of culturally different learners. For example, Cazdens and Mehan quote Berstein (1972), "If the culture of the teacher is to become part of the consciousness of the child, then the culture of the child must first be in the consciousness of the teacher." Similarly, Diaz's (1987) recognization of the importance between the students' culture and school activities for promoting learning is based upon instruction that builds bridges between the home and school in order to enable the student to catch up or fit in.

Cuevas' (1990) study also seems to support the teaching the exceptional and culturally different approach to multicultural education. Mitchell's (1985) sample is too small in sample size (one person) to speculate on the approach to multicultural education.

Trueba (1983), however, argues for an education that is multicultural and social reconstructionist. For example, Trueba (1983) posit:

> Teachers and administrators must come to the realization that the school is multi-ethnic and multicultural, that a pluralistic philosophy of education has implications for resource allocation and distribution of power at all levels, and that equity requires fairness, that is, no differential treatment of teacher, parents, and children on the basis of cultural or linguistic characteristics. ...Equity implies a measure of political equality, the sharing of power (decision-making especially) by all ethnic group involved in the school. (p. 412)

It is interesting that with the exception of a few researchers (e.g., Trueba), most of the discussions regarding culture and language have an implicit and often explicit message that LEP students should be assimilated into schools. There is rarely discourse or a plan of action regarding changing schools to better meet the needs of the LEP students. Also, assimilation into schools as they presently exist ignores structural and institutional bases of oppression.

To a great extent, the LEP students' language and culture is seen as a "problem" to be fixed by the school. In many ways, the term "limited" suggests a short fall, a minus, not a plus, and supports a deficit perspective when thinking about students who are non-native English speakers.

Community Participation

Based upon interviews with four different groups of bilingual teachers located in four different California schools, Ada (1986) pointed out that all groups agreed on the importance of home/community-school participation. She reports that one teacher suggested

that "teacher education programs should include inservices from community leaders." A second bilingual teacher suggested that "teacher education programs should include a form of internship in community projects so that teachers might gain a holistic view of the community and become involved in wider societal issues" (p. 390).

Cuevas (1980) offers several recommendations for involving parents in school activities. The activities include home visits, using parents as resource persons, conducting parent group meetings, and tapping into community resources.

Bermudez & Padron (1988) reported on a collaborative effort between the University of Houston-Clear Lake and local school districts to develop a parent training program that included preservice and in-service teachers. The goal of the program (pertinent to this paper) was to help the teachers understand the cultural and linguistic barriers to school involvement that the parents of LEP students face. The results of the study were that teachers' attitudes about minority parent involvement in school were positively changed.

Moll and Diaz (1987) conducted two case studies with Hispanic working class students and their teachers and concluded that an understanding of the students' community and knowledge of the community's resources are important to the improvement of classroom instruction.

Walker (1989), in a study of Hmong culture, pointed out that Southeast Asian parents are interested in participating in their children's education. She states that, "Education is a family affair. The entire family may learn from a homework assignment" (p. 176).

Multicultural Analysis

The studies in the community section seem to promote community involvement in a human relations manner. The emphasis is on teachers learning the school community, eliminating any negative stereotypes about the students and their home life, and replacing them with feelings of acceptance and tolerance. Also, the emphasis is on helping parents develop positive feelings about the school. There is rarely any discussion concerning parents or community members becoming actively involved in the education decision-making process

Pedagogy

Cazden and Mehan (1989), Diaz, (1987), Mehan and Trujillo (1989) all posit the importance of a context specific view of human behavior.

Cazden and Mehan (1989) reviewed the three following studies: (1) Cazden (1972), who examined the average sentence length of two students' speech, one a middle class boy who was judged to be an excellent reader and the other a working class girl who was virtually a nonreader; (2) Heider, Cazden & Brown (1968) who examined the description (density of criteria attributes) of a picture of one animal from a large array by white middle class ten-year-old boys and white working class ten-year-old boys; (3) Diaz, Moll, & Mehan (1986) and Moll and Diaz (1987) who observed the same elementary students during reading lessons taught in Spanish and English. Based upon this review, Cazden and Mehan (1989) argue that the context of the task greatly influences student learning. Cazden and Mehan (1989) observe:

> This context-specific view of human behavior contributes to our understanding of the poor school performance of many low-income and linguistic minority students. Instead of blaming school failure on student characteristics that the school cannot change, teachers should reconsider aspects of the classroom environment that are within their control. Studies such as those we have reviewed here suggest the need for beginning teachers to vary instructional circumstances in order to take full advantage of students' often unrecognized resource. (p. 49)

> If students do not at first respond in ways that teachers hope and expect, teachers should not immediately assume that the students do not know or do not care. Instead, they should consider aspects of the classroom environment that might be changed. (p. 49)

At the 1989 Linguistic Minority Research Project Conference, Mehan and Trujillo drawing upon the findings of these and other studies claimed that "Intelligence is not a general, context-independent ability, it is a context-specific skill which varies from one type of situation to another" (p. 1). During the discussion period at the Conference, Mehan added, "If there is a single word that could summarize everything I have to say, it is context. The idea of context is a fundamental ingredient of the knowledge base for the beginning teacher, and the concept of intelligence demands a contextual analysis" (p. 2).

Garcia, Carter, Garcia, & Sevens (1989) conducted a study to determine the attributes of "effective" schools for linguistic minority students and discovered (pedagogically speaking) that instructional activities organized in a collaborative small heterogenous group setting worked best for LEP students. It was also important to limit individual instructional activities, such as worksheet and workbook work, as well as the use of competition as a motivational device.

Kagan (1985) argues that cooperative learning styles are important to the learning of linguistic minority students. However, he cautions that teachers must be careful because "language minority students are by no means exclusively oriented toward cooperative learning" (p. 26). However, during his keynote address at the 1987 University of California Linguistic Minority Research Project Conference, Kagan claimed that the results from four major national studies in which cooperative learning methods were studied revealed that, "Anglo students continue to gain at or above the levels they gain in traditional classes and the minority students show a large increase. There's an actual closing of the school achievement gap over time" (p. 4). Kagan also added that, the second major finding in cooperative learning has to do with improved ethnic relations among and between students (p. 4).

Cazden and Mehan (1989) discuss the concept of homogenous grouping and cooperative grouping as it relates to language minority students. They argue that the works of scholars in this area (e.g., Cohen, 1986; Kagan, 1986; Oakes, 1985; Slavin, 1983) point up that homogenous grouping does not successfully aid the academic success of language minority students, and because of this beginning teachers need to consider alternatives.

> Cooperative learning, the structuring of classrooms so that students work together in small interdependent teams, and heterogenous grouping, whereby more sophisticated learners are placed with less sophisticated learners, are two alternatives that may bring about educational outcomes that are more positive than those presently provided by homogenous ability grouping. (p. 53)

Berg (1987) makes a similar observation, "...teachers need not have a specific curriculum or teaching style for each cultural group. ...a teacher needs to have a wide variety of accessible teaching strategies to draw from based on the students' needs" (p. 18).

Along with an understanding of context-specific instruction and cooperative grouping studies, some pedagogical attention has been given to Berg's (1987) proposal. Berg (1987) argues for instructional strategies that allow cultural differences to emerge naturally in the classroom. Somewhat related, Cazen and Mehan (1989) argue for making certain that LEP students understand classroom rules and norms. For example, Cadzen and Mehan believe that students' knowledge of classroom rules and norms is positively correlated with school success.

Trueba (1988) in a study to discover the instructional difficulties faced by teachers and to identify successful instructional strategies for LEP students, argued that "the literacy problem faced by linguis-

tic minorities is deeply related to their lack of such cultural knowledge that is presumed by the instructors and writers of textbook material" (p. 356). He adds that, "effective instruction for linguistic minority children in cultural transition, even if it must be conducted in English, a language not well understood by these children, can still be tailored to children's cultural knowledge and experience" (p. 358). He suggests that teachers of LEP students need to experiment with different instructional settings, strategies, and experiences.

Short and Spanos (1989) conducted a study on content-based instruction, mathematics, with LEP students. The study involved collaborative research with mathematics educators at several two-year colleges with a high enrollment of LEP students. The study's intervention was a set of materials designed to be used as a language focused supplement for beginning algebra classes. The researchers discovered that both the language minority students and the majority students had difficulty doing problem-solving activities because of their lack of proficiency in the language of mathematics. One major implication for teacher training, suggested by this study, is to provide workshops and seminars so content teachers can be more informed about how to include language objectives and increased communication in their classes.

Ada, (1986) after an interview with thirty-eight bilingual teachers regarding the classroom problems they face and how teacher education programs might better address these problem, argues that teacher training programs for LEP students need to teach them empowerment skills. She posits that, "many teacher education programs seem designed to train teachers to accept social realities rather than to question them" (p. 388). Ada (1986) points out that teacher education programs need to teach the future teacher the importance of peer support. Students need the opportunity to live, study, and possibly teach in a country where the language they will be teaching is spoken, and need to better integrate theory and practice. Ada (1986) noted that the strongest criticism of teacher education programs was that the faculty in the school of education did not teach the way they argued that teaching should take place.

Aronson (1985) argues that the overemphasis on classroom competition has inhibited the achievement of LEP students. He reminded educators that Mexican-American students perform the most effectively in learning settings that promote cooperative efforts that are in pursuit of common goals. Kegan (1985) speaking at the same Linguistic Minority conference supported Aronson's views but added:

> ...language minority students are by no means exclusively oriented toward cooperative learning. It is true that they tend to prefer cooperation over competitiveness, and that in the usually competitive framework of North American classrooms, this cul-

tural preference affects their educational achievement. Yet it is essential that students adapt to both styles of learning. No one style should be exclusively accepted as "correct." Students must learn to discriminate which style is appropriate for what contest. (p. 26)

Walker (1989) in a study of the Hmong students in school argues that most of the in-service training for teachers about Hmong have been developed in isolation, without information gained being shared among teachers.

Multicultural Analysis

The importance of context-specific instruction and the importance of using grouping (mostly cooperative groups) were the two major areas of focus in this section. These studies for the most part contain discussions of the use of these pedagogical strategies in teaching the exceptional and cultural different manner, with some attention to human relations. This means that the discussion of context is mostly in relation to modification of the teaching environment and acknowledges and accepts the culture and language differences the students bring to school. Similarly, the discussion of grouping suggests cooperative grouping as a pedagogical strategy to facilitate the school work of Hispanic students, because it is believed that by having students work together student achievement will be enhanced.

Similarly, Garcia, Carter, Garcia, & Stevens (1989) argue, "Effectiveness is the result of cooperative and collaborative endeavors of staff, administration, and community." And, "The effective school is outcome focused, not input focused. Like industry it constantly improves the quality of its `product'." Additionally, the way to promote classroom instruction for LEP students, suggested by Aronson (1985) and Kagan (1985), seemed to be "cooperative learning." Both concepts, collaboration and cooperative learning are important and fundamental to the Human Relations approach and serve to identify this approach, especially when little or no discussion related to empowerment, social stratification, and institutional discrimination is included.

The ideas proposed by Ada (1986) in preparing teachers to work with LEP students are in keeping with the education that has a multicultural and social reconstructionist approach on the Grant and Sleeter paradigm. Ada posits:

I believe the views of Freire (1982a, 1982b) and Giroux (1985) are correct: schools do hold out the possibility of critical analysis and reconstruction of social reality through meaningful dialogue be-

tween teachers and students, by a process termed "transformative education." (p. 387)

The Short & Spanos (1989) study is designed to inform teachers about how to work more effectively with the Exceptional and Culturally Different. However, it does not argue for instructional strategies that will teach the students to question why they are considered "limited" English proficient, instead of students acquiring and enriching speaking and writing excellence in two languages.

Assessment

McLean's (1981) findings from the first national assessment which included determining the scope of training of teachers and the teacher competencies needed for working with LEP handicapped students revealed the following as important: a desire to work with LEP handicapped students; a sensitivity and knowledge about working with LEP students; the knowledge and skills necessary for relating to the parents of LEP handicapped students; the knowledge, skills, and methods for teaching LEP handicapped students; and the ability to develop curriculum and instructional plans to meet their needs.

Baca, Fradd and Collier (1990) reported a follow-up of the McLean (1981) study conducted in three states, California, Colorado, and Florida. Results important to this paper from the California study, (Baca, 1987) that surveyed 420 special education/bilingual educators and administrators in attendance at a conference on LEP handicapped revealed the following:

> 58 percent of the participants reported that the colleges and universities in their area were training bilingual special education personnel, 20 said no, and 22 reported they didn't know.
>
> The participants ranked the competency for dealing with knowledge of legal issues regarding minority students as the most important.

The Cross Cultural Special Education Network (1987) surveyed 150 school districts in Colorado regarding bilingual special education. Responses from 114 school districts revealed the following competencies as necessary or important for working with LEP students:

> ...knowledge and sensitivity toward the history and culture of LEP students, ability to work with an interpreter in assessment and instruction, knowledge of different cultural perception of handicapping conditions, knowledge of tests and technique for evaluating the mental capabilities of LEP students, knowledge of

general instructional methods applicable to LEP handicapped children, the capacity to integrate teaching techniques from the field of bilingual education and special education, the knowledge of methods technique for developing material especially for LEP handicapped children, and the knowledge of methods for dealing with the parents of LEP handicapped children. (p. 11)

The following were reported to be significant; knowledge of the educational implications of social class background and the process of acculturation, knowledge of test and techniques for evaluating language dominance and proficiency versus language disability, and knowledge of the legal issues concerning the education of LEP students. (p. 11-12)

Special education directors and ESOL supervisors in the 60 Florida school districts with identified LEP students received copies of the questionnaire used in California and Colorado. Fifty-nine of the school districts responded, with results similar to Florida.

Based upon their surveys, Baca, Fradd, and Collier (1990) recommended that, "preservice and inservice education be given high priority and be made available both by school districts and universities." They also suggested that awareness training for special education personnel and administrators be increased in all states highly affected by the presence of LEP students (p. 11).

In another study designed to identify the competencies needed by LEP handicapped students Fradd, Algozzine, & Salend (1988) had 51 respondents from New York and 51 respondents from Florida complete a competency survey. The respondents were grouped into three areas: teachers of bilingual education, teachers of special education and teachers of bilingual special education. The survey included 15 general competencies identified in a review of the literature which were assumed important to personnel engaged in special education teaching in bilingual education. These competencies were in the areas of testing, human growth and development, characteristics of handicapped students, budgeting, culture, resource utilization, proficiency in both English and another language, linguistic analysis, use of research information, interpersonal skills, parent involvement, moving students from non-English into English, and materials development. All three groups of teachers ranked all the competencies in each of the areas listed above as being fairly important. However, all three groups saw competency in moving students out of non-English language and into English as extremely important.

Multicultural Analysis

Most of the studies in this section have to do with the identification of competencies for working with LEP handicapped students.

The type of competencies identified (e.g., sensitivity, knowledge of different cultural perceptions of handicapped, Cross Cultural Network, 1987) are more closely associated with teaching the exceptional and culturally different approach. These instructional competencies, for the most part, are designed to move LEP students into the mainstream, often at the expense of the students' native language. Other competencies tend to be associated with the Human Relations approach, for example, to promote good feeling between the home and school.

Review Discussion

Preservice, Subjects, and Nature of Studies. Research studies on preservice teacher preparation programs for LEP students are few. In fact, most of the studies located for this paper were done mainly with experienced teachers. However, some of these studies (e.g., Cazen & Mehan, 1990) did suggest implications for beginning teachers. From this it could be reasoned that teacher preparation programs for LEP students need to make certain that their students leave the university understanding and affirming the importance of: (1) home culture and language of the students they teach; (2) students' home and community participation in school and classrooms activities; (3) the inter and intra relationship of instruction and context; and (4) cooperative learning.

Because the research base on preparing teachers to work with LEP students is so limited, it argues for a major research thrust in the following areas:

- **In-service training**
- **Research techniques**
- **Competencies in training LEP handicapped students**

Most of the studies reviewed in this section were aimed at positing what teachers need to know, (mainly about the students) in order to successfully teach LEP students. The studies (e.g., Cuevas, 1980) argue that a fundamental awareness of students' cultural history, which is grounded in respect and takes into account cultural "no-no's," for example, patting the head of a LEP student are important to instructional success. Also, these studies (e.g., Moll & Diaz, 1987) argue that teachers' understanding of the school community and how to involve parents and other community members in the school's program is vital. Besides, knowing about the students and their community, several researchers (e.g., Garcia, Carter, Garcia, & Sevens; Aronson, 1985) identify cooperative groups, and a de-emphasis on classroom competition as important to classroom success for LEP students. Similarity, researchers (Trueba, 1988; Short & Spanos, 1989) pointed out teachers must understand that there are other important factors besides proficiency in English. For example, LEP students

may lack cultural knowledge about schooling, e.g., the language of mathematics. In addition, textbook usage procedures need to be addressed simultaneously with the goals of English proficiency.

The research techniques employed in many of these studies are anthropological, including the use of questionnaires, interviews, and observations. Most of the studies seem to have been conducted within a short time frame and to be singular in occurrence. Several of the researchers seemed to be concerned about similar issues, for example, cooperative grouping. However, there were few, if any, studies that replicated previous studies.

Several studies (Baca, Fradd, & Collier, 1990) sought to identify the personal competencies that teachers working with LEP disabled students need to have. The competencies are very similar to those identified for teachers working with regular LEP students. That is, knowledge and sensitivity regarding LEP handicapped students, understanding of their home life, and having the ability to work with their parents, and skills in moving students from non-English speaking to English proficiency. This set of studies seems to have a more central focus and the researchers seem to be drawing upon the work of one another. Fradd, for example, has conducted surveys with researchers in several states.

General Discussion

This essay started by reminding the reader that research in teacher education is thin, and that research both at the preservice and in-service level for preparing teachers to work with LEP students would be especially thin. This is so. A number of these studies, complete with narrative and references are difficult to locate through the normal retrieval process, i.e., through ERIC or a journal publication search. However, often available are short synopses of the results of studies, without research design, population sample, and other important information needed for replication or evaluation. The more coherent research on teacher preparation for LEP students seems to come from those working with teacher training of LEP disabled students. However, these one-time research findings seem to come solely from survey data collection, rather than longitudinal studies employing a variety of data collection methods. Nevertheless, there is a growing body of literature discussing the needs of LEP teachers, and from this literature a pattern of instructional practice important to LEP teachers is emerging.

Programmatic Patterns and Recommendations

From analyzing the research literature on the preparation of teachers (both preservice and in-service) to teach LEP regular and disabled students it can be reasoned that there are some recommended "best practices" that should be a part of every teacher preparation. These are:

Teachers must develop a cultural sensitivity and awareness, beginning with their own culture, that will allow them to work with students from any culture in a manner that shows awareness, acceptance/appreciation and affirmation of the culture.

Teachers in preservice and in-service programs must learn the importance of knowing and understanding the home and community life of their students. They must be prepared with the anthropological and sociological tools so they explore and learn about their students' lives in a way that informs without offending their students.

Teachers must developed skills in using grouping techniques and patterns that foster the learning styles of their students. Cooperative groupings and other small heterogenous arrangements seem to promote the social and academic success of LEP students; however, teachers need to know and understand the dynamics that can occur when groups are formed.

Teachers need to understand the importance of "context" in the instructional process. How (e.g., related to the students background) an educational concept situated in the teaching process influences students' level of understanding.

Teachers need to determine the approach to multicultural education they wish to adhere to: in promoting cultural awareness, in pedagogical instruction, in community/home-school involvement, and in educational assessment.

Reflections and Direction for Future Research

One decade ago, September 1981, Chamot (1981) in an article "Applications of Second Language Acquisition Research to the Bilingual Classroom," after reviewing the educational literature regarding teaching LEP students, identified four areas of research that should be applied to teaching LEP students: (1) similarity of first language teaching to second language teaching; (2) social, affective and cognitive factors; (3) second language input; and (4) second language learning in school settings (p. 1). Chamot (1981) further identified sub-topic areas under each of the topic areas. What is of interest to this paper is to what extent these four areas and the sub-topic points were integrated into teacher education programs for preparing

teachers for LEP students. Also of interest were these topic areas and the sub-topic areas included in the research on LEP teacher education programs. Chamot (1981) elaborates on her first topic area as follows:

Topic 1

> Because second language learning is similar to first language learning, teachers should:
>
> Expect errors and consider them as indicators of progress through stages of language acquisition.
>
> Respond to the intended meanings children try to communicate.
>
> Provide context and action-oriented activities to clarify meanings and functions of the new language.
>
> Begin with extensive listening practice, and wait for children to speak when they are ready.
>
> Avoid repetitive drills and use repetition only as it occurs naturally in songs, poetry, games, stories and rhymes. (p. 6)

The review of research literature for this essay reveals that for Topic 1 the sub-topic area "provide context" was examined and discussed, the other sub-topic areas received little or no mention in the research literature.

For her second topic areas, Chamot (1981) argues:

Topic 2

> Because social and affective factors and differences in cognitive learning styles influence second language learning, teachers should:
>
> Foster positive, caring attitudes between limited- and native-English-speaking children.
>
> Plan for small-group and paired activities to lessen anxiety and promote cooperation among all children.
>
> Provide for social interaction with English-speaking peers.
>
> Vary methodology, materials, and types of evaluation to suit different learning styles.

Build understanding and acceptance of cultural diversity by discussing values, customs, and individual worth. (p. 7)

The review of research literature for this essay reveals that for Topic 2 the sub-topic "cooperative grouping" and "appreciating the student's home culture" were examined, but the others received little or no attention.

Chamot's (1981) third topic area argues:

Topic 3

Because the appropriate type of input is necessary for second language acquisition to take place, teachers should:

Ensure that they model language that is meaningful, natural, useful, and relevant to children.

Provide language input that is a little beyond children's current proficiency level but can still be understood by them.

Plan for a variety of input from different people, so that children learn to understand both formal and informal speech, different speech functions, and individual differences in style and register. (p. 7).

The review of the research literature for this essay reveals that for Topic 3, I did not locate any research on teacher preparation programs that explicitly dealt with any of the sub-topics.

For her fourth topic area, Chamot (1981) argues:

Topic 4

Because communicative competence in a second language does not provide children with sufficient skills to study successfully through the medium of that language, teachers should:

Develop children's concepts and subject matter knowledge in their stronger language during the second language acquisition process so that they will be able to transfer these concepts to the new language.

Use the second language for subject matter instruction when children reach the linguistic threshold needed to attach new labels to known concepts.

Initiate subject matter instruction in the second language in linguistically less demanding subjects, such as math.

Emphasize reading and writing activities in the second language as soon as children are literate in the first language.

Realize that tests of communicative competence evaluate children's ability to function in social setting, not their ability to perform successfully in academic settings. (p. 7)

The review of the research literature for this essay reveals that, for topic area 4, there was no research on teacher preparation programs preparing students to teach LEP students that explicitly dealt with any sub-topics.

What did we learn from this examination? 1. Houston, Haberman, and Sikula's observation that "Although the importance of research is espoused, little progress is being made." (p. ix) seems to be accurate. 2. Teacher preparation programs do not see results from this research as serving to influence their research agenda or they are not interested in using this research. 3. Research reports are not readily available to teacher educators preparing teachers to teach LEP students.

Beyond Behaviorist Conceptions of Knowledge

Much of the research focused on changing teachers' beliefs (the home and culture of LEP students is acceptable) and behaviors (move to context specific instruction, use more cooperative grouping). As Grant and Secada (1990) observed, this is not surprising in view of the large bodies of research on teacher expectancies (Dusek, 1985). Nevertheless, it is important that research go beyond concepts of changing teacher beliefs and behaviors about working with diverse students. It is also important to understand how these teacher beliefs and behaviors impact on classroom management and instructional preparation. How biases toward some students and/or incorrect information about students can be greatly reduced or eliminated in teacher education programs. Additionally, it is important to learn how stereotyped and biased student expectations might be replaced with more direct methods of accessing students abilities (Grant & Secada, 1990).

It is important that research examine the schools' goal of knowledge utilization. Much rhetoric is given to students obtaining knowledge so they can think critically. Critical thinking is important, but equally as important is what the critical thinking is about. Is the school's goal of knowledge utilization for LEP students mainly to

help them fit into society as it exists and thereby give up their culture, or is it to learn how to keep their culture and change society to the better?

Conclusion

There is much to learn about preparing teachers to teach LEP students. Research should play a major role in giving directions to what teacher educators include in their programs and to what teachers do in the classroom. Presently, however, the quantity and quality of this research isn't available. It should be, because until we completely understand how to educate LEP students we put at risk their life chances and opportunities.

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Response to Carl Grant's Presentation

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Quality teacher preparation is the most worthy goal for ensuring success of limited English proficient students. It is clear that the LEP students' schooling process is threatened unless immediate and aggressive efforts are undertaken to attract, prepare, and retain teachers who are well prepared to meet their needs.

I would like to organize my response to the Grant paper through the following framework: (1) attracting teachers of LEP students **(recruiting);** (2) supporting the teacher preparation phase **(preparing);** (3) assisting teachers of LEP students in the first years of teaching **(inducting);** and (4) beyond the first years: retaining and upgrading the skills of teachers of LEP students **(retaining or staff development)**. I will cite research in each area and make connections to the Grant paper while extending the discussion to teacher support systems needed at a more macro level -- the organization structures of universities and schools, and a micro level -- the processes of training and coaching teachers of LEP students. I will end by sharing an innovation in pedagogy and the use of cooperative learning for teacher training.

Attracting and Recruiting Teachers of LEP Student

From a recent body of research in Texas and California (Cuellar & Huling-Austin, 1991; Tomas Rivera Center, 1990, 1991) we find that:

1. Minority students need primary language role models.

2. Minority teachers bring additional insights and perspectives to the job of teaching.

3. All students benefit from having teachers who represent today's cultural society.

4. An ethnically-diverse teaching force can bring stability to the staffing of schools in regions that have traditionally experienced high teacher turnover rates.

In light of Grant's review, many negative effects of not having a minority or ethnically-diverse teaching force are self-evident. While it is important that "teachers develop a cultural sensitivity and awareness that will allow them to work with students from any cul-

ture in a manner that shows awareness, acceptance/appreciation and affirmation of the culture" (p.24), universities and schools must have structures that facilitate formal opportunities for recruiting ethnic and cultural representation in teaching education and the teaching profession. Thus, the area of recruiting also needs to be included into the realm of effective teacher preparation. Without teachers, our efforts to reform schools and restructure education will count for nothing.

1. Recruiting

From 1988 to 1991, the Texas Education Agency funded three cycles of grants focused on attracting and retaining minority/bilingual teachers in the teaching profession. These projects included research components that looked at "most promising practices" in the area of recruiting and preparing bilingual and monolingual teachers of LEP students. Published reports are now available from the Texas Education Agency as well as the Journal of Teacher Education, which devoted a volume to the results of these studies.

Specific guidelines are delineated by W.R. Houston and M. Calderon (1991) in these publication for university personnel, public school educators, state legislators, state educational agency personnel, educational organizations, community and business groups, and researchers.

2. Preparing Teachers of LEP students

In 1988, The Tomas River Center (TRC) identified forty-six institutions of higher education in the Southwest that enrolled significant numbers of Latinos in their teacher training programs. The TRC researchers found that there were various forms of recruitment and retention efforts, but no teacher-training programs integrated the full range of effective practices. This led the Tomas Rivera Center to secure a grant from the Exxon Educational Foundation to create four research and development projects to increase the supply of well-prepared minority teachers who will teach minority students.

Four universities are currently being funded to research and develop comprehensive programs for this purpose (San Diego State University, San Bernardino State University, Southwest Texas State University, The University of Texas at El Paso). Programs must incorporate a set of interrelated practices in campus-wide efforts. They must, in short create learning communities that integrate recruiting, student advising, basic skills development, appropriate content for working with language minority students, and supportive environments that enable student to maximize their performance.

All four universities embraced the concept of cooperative learning and are building cooperative learning communities in a variety of ways at the university level. These include offering specialized teacher mentoring and tutoring services, setting up "buddy system", developing college success skills in groups, and learning how to become teachers and mentors in a collaborative content of school reform.

3. Inducting Teachers of LEP Students

From 1989 to 1991 the Texas Education Agency awarded eight research grants for "Enhancing the Quality and Retention of Minority Teachers and Teachers in Critical Shortage Areas (when included non-bilingual teachers of LEP students)." As the nation's third largest state in minority population, and faced with a shrinking number of teachers, who are constantly blamed for the failures of their students, Texas began to look at other states' education programs and decided to focus the research on minority issues.

These projects set out to build a support network for the first year minority/bilingual teachers, to motivate teachers to stay in the profession; to enhance their knowledge and skills regarding language minority instruction; and to improve their content base in critical shortage areas (e.d. science and math en espanol). The common element in these projects was that an experience teacher was well trained to coach the beginning teacher, while strengthening his/her own self-concept as a professional. In the process of peer-coaching, experienced teachers updated their knowledge and skills for working with language minority students (Ramirez, 1991). Overwhelmingly positive results in terms of retention, teacher satisfaction, teacher appraisals, and classroom instructional practices are documented in a publication soon to be released by the Texas Education Agency and the Intercultural Development Research Association.

4. Inservice/Staff Development of Teachers of LEP Students

In 1985 Secretary of Education Bell funded a study to look at a staff development model for training bilingual and monolingual teachers of LEP students. This was a continuation of a two year study that had been conducted in 5 school districts in Southern California. The Dept. of Education study look at the implementation of the Multidistrict Trainer of Trainers Institute (MTTI) that were implemented throughout the state of California and operating out of the County Offices of Education. This study focused on the content that teachers needed in order to shift into a constructivist approach to classroom instruction of LEP students, and also on the process of

training and building support systems for teachers trying to shift into a new instructional philosophy and delivery system.

The results were well documented in a publication to OBEMLA (1986), and follow-up results were published in the NABE Journal (1988). In essence, the findings confirmed that although the content of the teacher training sessions is important, (1) the process for training and (2) follow-up support systems for collegial learning are critical. Without certain processes for preparing teachers, the content never transfers into their active teacher repertoire. Therefore, the teaching philosophies and teaching methods we would like teaches to espouse, never transfer into the classroom.

The elements of processes that help teaches transfer desired knowledge, behaviors and decisions into the classroom have been empirically tested for the past ten years (Calderon, 1981, 1982, 1984, 1986, 1991). These same elements of the wide-scale study of staff development practices were observed in the Texas study on the induction year of beginning minority teachers and their mentors.

We now predict, that these elements will also be essential in the undergraduate preparation of LEP teachers.

Briefly, these elements are: (1) presentation of theory, philosophy, research on each content area, followed by (2) extensive modeling of the teaching strategies, (3) analysis and discussion of student adaptation and modification to meet diverse needs, (4) extensive observation and practice in both simulated and real environments, (5) guided practice with feedback-peer-coaching, mentoring, video taping, (6) adaptation to curriculum and lesson planning, (7) reflection activities that lead to analysis of own teaching performance and decisions, and (8) self-directed collaborative study groups where colleagues continue to refine their practice.

More and more district and school level teacher development practices are beginning to incorporate all these elements into their staff development programs. A five-year study under the auspices of the National Center for Research on Effective Schooling for Disadvantaged Student (Calderon, Hertz-Lazarowitz, Tinajero, Duran, and Slavin) has been looking at teacher development through control and experimental classrooms of bilingual teachers. It has also studied a variety of ways of orchestrating staff development programs for ESL and bilingual teachers that incorporate these elements. Results so far, identify stages that teachers go through when attempting to implement student centered teaching innovations such as cooperative learning.

Staff Development Systems Approaches

Some examples currently being studies:

1. Single School + Researchers

- comprehensive staff development program (LEP instruction, peer-coaching, etc.)

- principal actively participates in staff development program, in the in-service session, coaches teacher support systems (Kauai Intermediate & High School; Waikiki and Liholiho schools).

2. Single School + District Bilingual Office = university Title VII fellowships + cadre of teachers as trainers of other teachers + researchers

- long term comprehensive staff development through collabo rating agencies (San Antonio ISD).

3. District Deputy Superintendent of Instruction = central administrators + principals + volunteer teachers from 5 schools + researchers (Windward District in Oahu).

Innovations in Pedagogy

Grant (1991, p.24) identifies "contextualization" and "cooperative grouping and other small heterogeneous arrangements seem to promote the social and academic success of LEP students." However, he also cautions that "teachers need to know and understand the dynamics that can occur when groups are formed." This precaution should not be taken lightly. One of the biggest hurdles teachers have to overcome in effectively implementing cooperative learning is classroom management. Particularly when LEP students are involved. Figure 1 depicts the types of problems teachers have at each stage of implementation. Usually, the students' primary language is put on the back burner in order to facilitate the teacher's comfort with both the testing and academic demands of the school and the students' new role with cooperative learning.

Rachel Hertz-Lazarowitz is currently observing teachers of LEP students conduct cooperative learning. She uses a "Six mirror" instrument to observe:

1. the physical organization of the classroom (the types of learning groups);

2. the learning task (whether unitary, in pairs, groups with different structures of division and combinations;

3. the teacher behavior -- styles of instructional leadership from centralized to decentralized where decision making processes are distributed among groups of students.

4. the teacher behavior -- communication patterns with and among students.

5. the student social behavior -- from an isolated individual to an integrated member of the team.

6. the student academic behavior -- ranges from passive skills such as interacting only with the textbook and/or teacher, to highly complex, evaluation and creative skills synthesizing several sources of information with an interactive context (See Figure 2).

Researchers and teachers analyze these data and use it to integrate student background with cooperative learning strategies and thus contextualize learning. These observations have helped the researchers identify when changes in cooperative classrooms are only **superficial** and when they are **truly meaningful** and **constructivist** in nature. The observational tool, is also helping teachers learn to reflect about their teaching and identify areas for improvement when they meet in their study groups.

The Hertz-Lazarowitz study is part of a five-year longitudinal study being conducted by a team of interdisciplinary researchers from Johns Hopkins, UC Santa Barbara, Haifa University and the University of Texas at El Paso -- which is studying the effects of cooperative learning on LEP students in various sites. Several annual reports are currently available and several journal articles and book chapters describe student performance, development of literacy in two languages, the use of dynamic assessment, teacher development, the staff development and peer-coaching component, and the restructuring of school factors that are needed in order to effectively implement cooperative learning.

This longitudinal study is also a study of change: how students, teachers, administrators, researchers, schools, and school districts move progressively through stages of cooperation (or collaboration as it is termed at the school faculty level), and collective reflection, in an effort to implement programs that come closer to addressing the needs of LEP students.

Cooperative Learning as a Professional Development Tool

This use of cooperative learning as an implementation tool for building learning communities of teachers has also been studied through the MTTI studies and more recently through the induction programs. The elements of academic achievement, self-esteem, social skills and collaboration are discussed in relationship to adults participating in the Minority/Critical Shortage Beginning Teacher Project (Calderon, 1990). Among other findings, the researchers saw how cooperative learning structures helped teachers develop in several ways.

a. **Cooperative Learning for Academic/Instructional Development.** Cooperative Learning (CL) was used as the process for in-service training with four purposes in mind. (1) to teach the content requirements of the project, (2) to teach, apply and internalize principles of adult learning, coaching, feedback and support techniques, and (3) to conduct reflection, decision-making and problem-solving activities, and (4) to learn, vicariously, how to further enhance their use of CL strategies in their classroom.

b. **Cooperative Learning for Developing Collaborative and Social Skills.** It is a well known fact that teachers who have reached a high level of success as classroom teachers are the ones most likely to be selected as mentors or support teachers. However, expert classroom teachers may or may not be expert mentors or coaches of other teachers. The art of mentoring and/or peer-coaching requires certain social and collaborative skills. Yet, collaborative skills are not developed in isolation. If teachers have "grown professionally" in isolation for many years, the tasks and skills of working with peers need to be reviewed or developed. In order to foster an environment of trust and skills for coaching in their project, CL strategies were used where partners worked and learned together at the workshops through activities deliberately created to build trust, joint experimentation and appreciation for one another's talent.

c. **Cooperative Learning for Self-Esteem.** Typical staff development programs are sometimes so laden with content that not enough reflection and teacher expression time is built on. Teachers, just as students, are not empty receptacles that are to be filled with knowledge. A basic premise in this study, based on the principle of self-esteem, was for teacher trainers to avoid being transmitters of knowledge and instead strive to become mediators of thinking, to show respect for each teacher's contributions.

d. Cooperative Learning for building communities of teachers. The picture of teacher development that emerged from this study is in accordance with research on student's active learning. That is, students learn more effectively through participation in meaningful joint activities in which their performance is assisted by a more capable peer (Vygotsky, 1978; Tharp and Galimore, 1989; Duran, 1990).

It is also natural for adults to learn together and expand what Vygotsky called their zone of proximal development. As teachers worked together in cooperative teams, they developed a quicker understanding and transfer of the content. More important, they developed an ecology conducive to continued personal and professional growth. Bilingual mentor teachers reported that they had learned as much as the beginning teachers. Both partners were experts at something. Mentor teachers had the seasoned experiences of years of teaching and problem solving. Bilingual beginning teachers had current knowledge of new teaching strategies and approaches. Each one took turns being "more capable peer." This assisted performance built self-respect and respect for other colleagues.

Conclusion

The grant paper concentrated on identifying content for preparing teachers for LEP students. Chamot (1991); Garcia (1988). Calderon (1981; 1982, 1984, 1986, 1988, 1991) and others have identified similar content. However, we can see from the body of research and on-going recent projects, that the issues of teacher training need to be explored at a more macro level -- organizational structures at universities and schools - and at a micro level -- processes for preparing teachers to master the content necessary to effectively instruct LEP students.

The essentially social nature of teaching and learning needs to be emphasized in teacher preparation courses and staff development sessions. By participating in such interactions, sometimes as an equal member and sometimes as a coach, teachers can study, reflect, analyze, model, practice, critique, and explain how to engage in teaching in ways appropriate to LEP student learning.

Figure 1

SUMMARY OF OBSERVATIONS: STAGES OF IMPLEMENTATION OF COOPERATIVE LEARNING

STAGE 1	STAGE 2	STAGE 3
• Interest	• Loses Interest	• High Interest
• Traditional Learning Groups but no CL strategies	• Does some CL mostly The same 2 OR 3 strategies	• Uses 4-5 Cooperative Learning strategies
• Tradit. discipline, problems with noise or no interaction	• Tradit. discipline problems with noise and discipline	• Good discipline, noise level, movement
• Homogeneous groups only	• Experimenting with grouping & problems	• Heterogeneous grouping
• No group goal, no individ. accountability only task emphasized	• A group goal, task, Zero Noise Signal but no individual accountability	• Structures group goal, rules, roles, Zero Noise Signal, tasks
• Problems with grading	• Problems with grading	• System scoring/grading
• Low-level content Traditional Learning Groups activities, "rote" learning	• Low-level content for Trad. Learning Groups & Coop. L.Grps. "rote" learning	• Low level content for CLG activities "rote" learning
• Students work on own, or copy other students' work, one appointed leader	• Some students work on own or copy other students' work, one leader evident	• One or two students are not cooperating or are copying others
• Students work silently, they don't want to share	• Students work with little interaction	• Students discuss but approach most tasks individually
• Teacher talk predominates, little time on group work	• Teacher's directions are too long or too short	• Teacher's directions and time for group work are appropriate
• Little or no teacher monitoring of groups	• Monitors on-task and discipline problems	• Monitors on-task, noise, discipline, & clarifies
• Debriefing/processing does not occur	• Debriefing/processing does not occur	• Simple debriefing occurs frequently
• Concerned with own teaching, appraisal outcomes, reluctant to try something new	• Concerned with own teaching, of losing student control, of wasting time with CLG and TLG.	• Concerned with student learning, classroom management

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Figure 1 (Continued)

SUMMARY OF OBSERVATIONS: STAGES OF IMPLEMENTATION OF COOPERATIVE LEARNING

STAGE 4	STAGE 5
• High interest	• High interest
• Uses many CLG simple techniques and strategies	• Uses many CLG simple and complex techniques & strategies
• Can improvise a CLG lesson on the spur of the moment	• Can improvise any CLG lesson on the spur of the moment
• Uses a variety of simple and complex techniques & strategies	• Uses a variety of simple and complex techniques & strategies
• Carefully structures group goal, rules, roles, task, time, materials emphasizes indiv. accountability & responsibility for each other	• Carefully structures group goal, rules, roles, tasks, time, materials emphasizes indiv. accountability & responsibility for each other
• Great handle on discipline, reward structures	• Great handle on discipline, reward structures
• System for scoring/grading	• Integrated scoring/grading
• Emphasis on social skill development	• Emphasis on social skill, leadership skills, and creativity
• Low-level content for CLG activities	• High-level content for CLG activities
• Students help each other, reach consensus, shared leadership	• Students help each other, have negotiation process, make joint decisions on everything
• There is ample student interaction	• Ample multiple types of student interaction: communication, reasoning and scaffolding
• Teacher directions are abbreviated since students know the teaching models	• Teacher becomes facilitator of student organized learning, encourages self-reliance, choices
• Monitors, clarifies, takes notes for feedback	• Monitors, clarifies, provokes higher order thinking, facilitates
• Debriefing of content and process occurs systematically after each lesson	• Debriefing for higher order thinking occur systematically for content and process, for longer time
• Exhibits fidelity to the model, good pacing, control and smooth transitions	• Exhibits executive control of CLG, but there is flexibility and own adaptations work very well
• Concerned with adaptation to student needs & curriculum and smooth transitions	• Concerned with student outcomes, curriculum adaptation, training of other teachers

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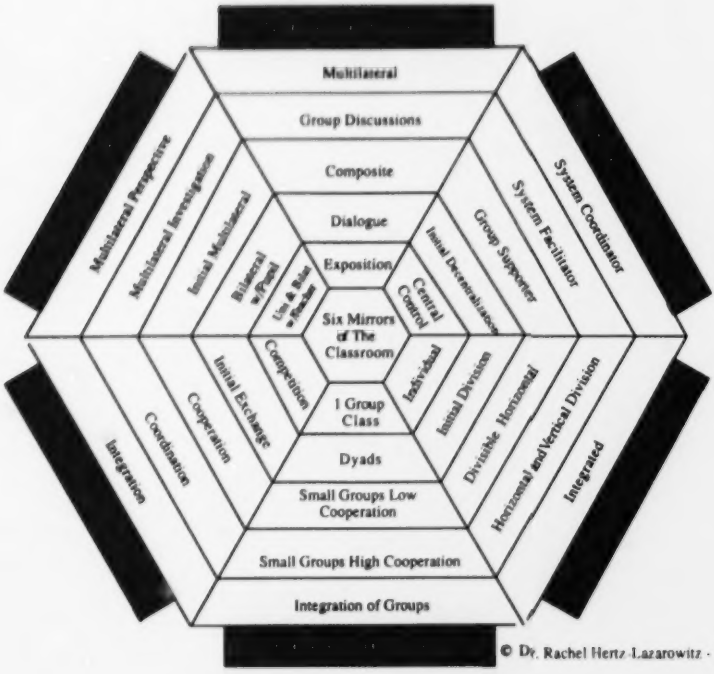
Figure 2



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Response to Carl Grant's Presentation

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It gives me great pleasure to attend this Second National Symposium on Limited English Proficient Students Issues sponsored by the Office of Bilingual Education and Minority Languages Affairs. The research and theoretical speculations presented, particularly the paper by Dr. Carl Grant entitled Successful Innovations in Teacher Education Programs gave me occasion to reexamine some fundamental concerns regarding responsibility, dominant paradigms and potential solutions to the LEP situation. My conclusions intimate a need for nothing less than a radical shift in focus and essence in all academic fields: research, training, curricula and, at heart, the very definitions of knowledge and culture as transmitted to our students. My perspective as both an outsider looking in (an LEP first generation immigrant), and an insider looking out (a scholar of the immigrant/LEP phenomenon) leads me to believe that our current methods and terms for dealing with the LEP student are in need of scrutinization and restructuring.

In examining the term "limited English proficiency," one might detect a type of cultural bias; the very word 'limited' connotes a type of reproach or judgment, that a student is not "proficient" in English is labeled negatively. Because the student does not speak the language of the teacher; the communication breakdown, the mixed signals, and the gradual marginalization process may result in irreparable educational and psychological/emotional damage. If a child arrives from Laos who is Hmong, neither he nor his parents speak English, his teacher cannot speak Hmong....the typical LEP problem is presented. How can we empower the student instead of making him feel limited? How can the teacher react besides growing frustrated and ignoring the problem?

The instructor might undertake some responsibility by altering the "school discourse" to encourage bilingual development, intensive training in English, examining interactions, attempting to relate to and identify with the student, creating a compassionate and positive learning environment. Current instructional patterns may not allow room for learning about, understanding, and respecting the cultures of students from diverse background. The following model (Cheng, 1990) suggests ways in which traditional paradigms might shift in emphasis to better facilitate a culturally diverse classroom. The Existing Model column on the left lists regular methods of coping with LEP, the corresponding column on the right provides an alternative pedagogical/psychological technique. For example, when our Hmong

student arrives on his first day in the American classroom, instead of viewing his difference as a deficit, his teacher could encourage it as an asset, his shaky English might be "enhanced" and improved on, instead of compensated for. In short, LEP students will feel less "limited" if their difference is labeled positive rather than negative.

Existing Model	Paradigm Shift
Compensatory	Enhancement
Reduction	Addition
Standard	Diverse
Assimilation	Multiculturalism
Deficit	Asset
Tolerance	Acceptance
Disenfranchise	Empower

In the body of research on LEP students, not much attention is paid to school discourse, namely; the interactions between teachers and students, students and students and schools and family/community. Dr. Carl Grant, in his paper, mentions the scarcity of research in this important area. Again, the responsibility falls to the teachers. Since they are the individuals who are best qualified to gather information and make assessments, since they work most intimately with the students, they should likewise provide the majority of related research data. The ongoing dialogue between teacher and student is our richest, most accessible, and, in my opinion, most important source of information for examining the matrix in which LEP problems originate. With a shift in emphasis to the nature of the student's experience, their relationship to dual/multiple cultures and their linguistic and sociological anxieties, we can develop a new research that provides the most revealing insights and, consequently, the potential for the most viable solutions.

The insights teachers could generate might illumine another unexamined problem of current LEP research -- that of the "hidden interaction." Most researchers base their studies on what can be deemed "explicit" indicators: grades, test scores, language proficiency, teacher evaluation, etcetera, seldom taking into account the "implicit" or hidden indicators of cultural/historical background, ethics, social codes, body language and so on, as they operate in the world of both the student and the teacher. Educators often assume that the beliefs and values, the rules and norms that traditionally dictate the decorum of an American classroom, are part and parcel of every student's experience. Certainly, this is not the case and these ill-founded assumptions are the cause of many misinterpretations. For example: a teacher comes into the classroom and says "Good morning," expecting the children to reply in turn. Because one student's culture has taught him to defer to elders, because he considers it disrespectful to answer one's teacher informally, he does not

reply. His behavior has violated the teacher's "hidden agenda" and will most likely be construed as rude or labeled out of keeping with the "proper" social codes.

The implicit agenda also applies to assimilation and mainstreaming. Students who are misinterpreted and disenfranchised in a gradual process of conflicting messages, such as the one shown in the example above, are never given the passport to enter the mainstream culture. While explicitly we state that proficiency in English is enough to admit any individual, the rules by which American culture, and, in particular, American education, accept people are tacit and unspoken. These rules are never taught but are nevertheless in constant and rigorous effect. While a mastery of the complex systems of codes and attitudes that implicitly guide our interactions will never be attainable for the LEP student without "explicit" assistance and understanding, it still unfortunately remains the true passport to assimilation.

There was much talk at the symposia about sense-making -- how we make sense, the politics of communication and how we negotiate meaning. The challenge then is to shift our definitions of "meaning," to relocate our research in terms of implicit phenomena as opposed to explicit, to bring to light our cultural/behavioral agenda as it relates to the LEP problem. Teachers and students must negotiate between each other, themselves and their backgrounds/cultures in an attempt to achieve a new "sense" of their situation. I advocate the notion of "teacher-researcher" and would like to urge that data be collected by videotaping interactions, such a research method could prove a very powerful tool from which we can glean at least some of the hidden agenda: how students are interpreted, how information is exchanged, physical signals, dialogue analysis, etcetera. From a more extensive and more enlightened research, we can begin to develop pedagogical policies, much like the paradigm shifts mentioned earlier, that will lead us into more discussion and intervention tactics on how to empower LEP students.

Another barrier, also mentioned in Dr. Carl Grant's paper, is the issue of teacher education and its underlying philosophical and ethical tenets. In a large survey that Dr. Carl Grant quoted, teachers in training found many of their instructors, who advocated an active multicultural and multilingual classroom, seldom practiced what they preached. Whether students are in preservice or in-service training, whether they are in actual education fields or in fields such as history, communicative disorders, linguistics or anthropology, we have to look at the teachers, professors, and faculty who are passing on the "hidden agenda" to the next generation of teachers. If we are to train teachers who will make a difference, we need to examine our existing faculty, seeking not only those who endorse the notion of di-

versity but also those who can translate it into a practical and applicable method their students can understand and use.

In conclusion I would like to reiterate that the philosophical basis of our classroom interactions, the implicit messages and assumptions that escape our research and the planning of our curricula, the passport to assimilation whose requirements go far beyond mere language proficiency can and must be changed, shifted and expanded. Paradigms of culture and language are not objective or fixed, they are created and applied according to the ideals of human beings, they are malleable, open to revision and restructuring. Knowledge is so much more than the transmission of information, it is the learned code of life-skills such as critical thinking and problem solving. These abstractions are no longer terms of lofty nobility, they are the seeds of practical necessity, seeds we must plant collaboratively with our children. If we let our children lead us, if we allow them to lead us, we may find new solutions to the problems of "implicit interaction." If we open up a space in the classroom for them, if we educate our teachers to encourage the strengths and participation of LEP students and lastly, if we enlarge our conceptions of each other, increasing our sensitivities to include the experience of others -- more than half the battle has already been won.